



Information for Primary Years Programme coordinators and teachers

News items

The launch of IB answers

Launched initially in the Asia-Pacific region in January 2011, the IB answers help desk (<http://ibanswers.ibo.org>) is now available globally to all IB stakeholders.

IB answers aims to improve the service to schools when they need information from the IB. Staff will be able to answer queries more efficiently and will be available to offer assistance—in English, French and Spanish—24 hours a day, Monday to Friday.

As a source of information for all members of the IB community, IB answers features both a web presence and a telephone help desk. The aim is to ensure that all users receive correct answers promptly each time they consult IB answers. Specially trained staff are equipped to either handle inquiries or to manage a smooth escalation of the inquiry to the relevant IB staff expert.

Users of the IB website (<http://www.ibo.org>) will be able to click on the “IB answers” button to search the knowledge base for immediate answers to their questions. Alternatively, IB answers help desk staff can be contacted for assistance via email using ibid@ibo.org.

IB Global Lesson 2011

As part of the IB community theme, “Sharing our humanity” (2008–2010), IB World Schools took part in global lessons on poverty, peace and conflict, and environmental stewardship. This year, with a renewed focus on our engagement with world issues, schools joined together in inquiry and action on global health and disease. The World Health Organization established 7 April 2011 as World Health Day, an annual observance whose topic this year was **antimicrobial resistance and its global spread**. The date has passed, but the need remains to understand this important aspect of how the world works.

An example of a Primary Years Programme (PYP) planner has been published on the Global Engage website (<http://globalengage.ibo.org/>) that schools can use to inspire professional development, curriculum planning, and reflection on their programmes of inquiry. Schools are also encouraged to share experiences, make connections, and explore issues of global significance on this dynamic platform.

If you have any questions or queries, please contact globalengage@ibo.org.

Learner profile in action support materials

The IB has developed a web-based tool for IB World Schools that provides a shared, renewable resource of samples of school practice to support the IB learner profile. The project is finishing its pilot phase with 30 schools representing all three IB regions. Facilitators are being trained to assist schools in preparing materials that can be shared. It is anticipated that this online platform will be available to all IB World Schools later in 2011.

In this issue:

News items

Curriculum development

IB websites

PYP committee

IB publications and services

Reminders

Primary Years Programme Coordinator's notes

Published twice a year for Primary Years Programme (PYP) schools by the International Baccalaureate Curriculum and Assessment Centre, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales GB CF23 8GL

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Available on IBIS (<http://ibis.ibo.org>) and on the online curriculum centre (<http://occ.ibo.org>)

PYP/MYP common planner pilot project

A pilot project is currently underway that involves the trial implementation of a draft common PYP/MYP planner. The project aims to provide feedback to the IB, including possible modifications based on experience from schools. Anticipated project outcomes include: strengthening teaching and learning across the PYP and Middle Years Programme (MYP) through the use of a common planner; supporting the effective transition of students from the PYP to the MYP; and increasing teacher collaboration across the programmes. The IB is interested in the impact of a common planner on teaching and learning and its feasibility and transferability to other IB World Schools after the trial period. The pilot project is open only to IB World Schools implementing both the PYP and the MYP that have entered into a specific agreement with the IB to implement the PYP/MYP draft common planner on a trial basis.

The pilot started in September 2010 with one school in each region. A news item posted in January 2011 invited IB World Schools to submit a statement of interest for inclusion in this pilot project. A total of 15 IB World Schools, representing all regions, are now included and have approval to trial the common planner and provide feedback to the IB. The pilot concludes in July 2012, at which time decisions will be made about future developments of a common planner. Regular updates will follow in the PYP and MYP *Coordinator's notes*.

The new IB authorization and evaluation process

The IB has recently completed a revision of its authorization and evaluation processes. This is a redesign that we hope will result in a process that is simpler to understand, consistent over time, consistent across the IB world, positive and supportive.

To this end, a complete suite of revised authorization and evaluation documents have been published. These documents represent the redesigned authorization and evaluation processes. For the main features of this new process, and for further information, please see <http://www.ibo.org/become/index.cfm>.

Professional development in the PYP

There have been a number of changes to the PD architecture for 2011–2012.

- All workshops are now labelled with the category and the official REGIS name, for example, "Category 2 The written curriculum".
- "Making the PYP happen in the classroom" is now a category 1 workshop to allow participants to meet the requirements of the new authorization and evaluation processes. There are now three category 1 workshops. Please read the descriptors carefully to ensure that teachers are placed in the correct workshop.

- Category 2 workshops are only open to teachers in IB candidate or IB World Schools.
- Category 3 workshops may be open to teachers from non-IB schools. There are many new workshops in this category designed to provide depth in a range of education areas and interests.
- Throughout this year, workshops will progressively become paperless in all regions. This is an initiative to reduce paper consumption and carbon emissions resulting from transport of printed documents. Wherever possible, participants will be asked to download IB documents or bring electronic copies or a laptop to the workshop. Workshop leaders will be asked to liaise with their regional office to determine the most equitable and efficient way to deliver workshop materials as this will vary from place to place and will be determined by the available ICT resources of schools and workshop venues. The regions will progressively be organizing workshops in venues that offer internet access to participants.
- New workshop development is an important aspect of professional development that the IB is pleased to partner with IB educators. If IB educators have ideas that they would like to develop, the new *Category 3 workshop proposal form* (Part A) is available online at <https://www.ibo.org/programmes/pd>.

Descriptors of PYP workshops

Category 1 workshops

There are three category 1 workshops that meet the requirements for authorization. Please note that each has a different audience and focus.

An introduction to the IB programme standards for administrators new to the PYP

Audience

For administrators new to the PYP.

Participants may be from non-IB schools as well as from schools that have identified themselves as interested, candidate or authorized IB World Schools. This workshop is for members of educational leadership teams: school directors, primary principals, assistant principals and designated PYP coordinators, who:

- are in schools conducting a feasibility study with a view to implementation of the PYP
- are in non-IB schools but are interested in learning about the programme
- are new to the PYP and/or are about to join a candidate school or IB World School.

Description

This workshop will provide a basic understanding of the PYP for members of educational leadership teams who are considering either the implementation of the PYP or joining an IB World School or candidate school. The sessions will focus

on international-mindedness from the PYP's perspective, the IB standards and practices, an overview of the written, learned and assessed curriculum, the verification process, including the services provided by the IB and the significance and role of leadership in a PYP school.

An introduction to the PYP curriculum model

Audience

For teachers from non-IB schools as well as from schools that have identified themselves as interested, candidate or authorized IB World Schools. The participants:

- may not be currently working in an IB World School
- may be in schools conducting a feasibility study with a view to implementation
- may be about to join an IB World School or candidate school
- may have just commenced teaching in an IB World School or candidate school.

Description

The purpose of this workshop is to introduce the PYP as a systemic and all-encompassing curriculum through the study of *Making the PYP happen: A curriculum framework for international primary education* (December 2009). Participants will look at the implications of the learner profile as an expression of the philosophy of the IB and its contribution to the development of international-mindedness. They will review the standards and practices that are crucial in preparation for verification. The workshop will present an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action—the five essential elements of the PYP that are integral to classroom practice.

Making the PYP happen in the classroom

Audience

This workshop is for administrators, coordinators and teachers who:

- are working in schools where the programme is being implemented **and**
- have had an induction by their PYP coordinator and have taught approximately six months in a PYP school. They will have collaboratively planned at least one unit of inquiry
- have been working with the programme for some time but want to revisit the basic philosophy and framework of the programme.

Description

The workshop provides assistance for teachers with experience in the PYP to develop their personal knowledge and understanding of the essential elements of the programme, deepen their understanding of international-mindedness and the learner profile, prepare them for planning, teaching and assessing students and develop skills to analyse and refine the school's

programme of inquiry. The workshop environment supports educators as lifelong learners through reading and discussing current pedagogy and research. It supports teachers with developing understanding about how to implement the PYP.

Category 2 workshops

Audience for all category 2 workshops

For administrators, coordinators and teachers in candidate schools and IB World Schools.

These workshops are for administrators, coordinators and teachers who:

- have been working with the programme for at least one school year
- have previously attended a category 1 PYP workshop (regional or in-school) facilitated by IB Primary Years Programme workshop leaders organized by or through the regional office.

For descriptions of each of the following category 2 workshops please go to <http://www.ibo.org/iba/workshops/primaryyearsprogramdescriptions2011.cfm>.

- Action
- Assessment
- Collaborative planning
- Pedagogical leadership
- Promoting international-mindedness
- Teaching and learning
- The written curriculum

These workshops may be provided in English, French or Spanish at the discretion of each regional office.

Category 3 workshops

Please read the audience descriptions carefully. Note that, with the exception of "The Exhibition", and "Role of coordinator", category 3 workshops are open to teachers from non-IB schools. The public course descriptions will contain this statement for participants from non-IB schools.

We welcome your participation in this workshop, but please be aware that there is an assumption that you understand the basic structure of the PYP and have experience with concept-based inquiry learning and "backwards by design". The workshop leaders will not have the time to address questions regarding the fundamental structures of our programme.

If you are from a non-IB school, please be familiar with the following material.

- *The Primary Years Programme: A basis for practice* (January 2009). This is available to download from the online curriculum centre (OCC) or for purchase from the IB store: <http://store.ibo.org>.
- Erickson, HL. 2007. *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Thousand Oaks, California, USA. Corwin Press.

Some very basic information on Erickson's work is available online, but should only be considered a supplementary reference: www.lynnerrickson.net. The presentation on "Integration of Thinking" is available to view as a PowerPoint® presentation at www.lynnerrickson.net/presentations.

- Wiggins, G. and McTighe, J. 2006. *Understanding by Design*. Alexandria, Virginia, USA. ASCD.

Some basic information is available online, but should only be considered a supplementary reference.

- <http://www.grantwiggins.org/documents/mtuniontalk.pdf>
- <http://www.grantwiggins.org/documents/UbdQuikvue1005.pdf>

For descriptions of each of the following category 3 workshops please go to <http://www.ibo.org/iba/workshops/primaryyearsprogramdescriptions2011.cfm>.

- 3 to 5 year olds in the PYP
- Beyond symbolism—indigenous ways of knowing
- Concept-based learning
- Inquiry
- Personal, social and physical education—well-being
- Play-based learning
- Reading and writing through inquiry
- Role of the coordinator
- Science
- Sustainability as international-mindedness
- Teacher as researcher
- The Exhibition
- The learning environment and inquiry
- The role of arts
- The role of information and communication technology (ICT)
- The role of language
- The role of mathematics
- The role of physical education
- The role of science and social studies
- Transdisciplinary learning

These workshops may be provided in English, French or Spanish at the discretion of each regional office.

New professional development resource

PYP, MYP and Diploma Programme (DP) educators working in IB World Schools have created a new resource, "Opening Classroom Doors: IB Teaching and Learning in Action". This online multimedia resource (<http://professionaldevelopment.ibo.org/>) looks closely at teaching and learning in the three IB programmes. Each sample features one unit of inquiry demonstrating the written, taught, and assessed curriculum through videos, teacher materials, assessment resources and student work.

IB educator network builds capacity for a growing IB

The IB has been built on a spirit of collaboration among educators for more than 40 years. Many contribute to more than one activity, including workshop leaders, school visitors, curriculum developers, consultants and service project volunteers. We call this the IB educator network (IBEN).

Every year, IB educators devote more than 50,000 days of their professional time to activities in support of the IB. The largest single proportion of that is for DP examiners, but 10% is estimated to be related to the PYP, for programme and continuum development, workshop leaders and consultants to the regional offices.

In 2010, the IB took steps to improve the organization, recruitment, training and support of educators, whose involvement is highly respected. In each regional office an IBEN manager has been appointed to focus on the communication, relationship and support of IBEN educators. They are: Linda Winch (linda.winch@ibo.org) in IB Americas; John Nicholls (john.nicholls@ibo.org) in IB Africa, Europe, Middle East; and Ashish Trivedi (ashish.trivedi@ibo.org) in Asia-Pacific. Part of their role is to plan the capacity and skills required to maintain standards and quality in professional development workshops and the school authorization and visitation processes. As the IB grows, more and more IB educators are sought, and it is vital to match availability and training with the requirements one or more years hence. The IBEN managers are also seeking greater diversity of educators, both geographically and from state and private schools.

A contribution of professional time to IBEN is valued for the professional development of teachers, and school heads are supportive. If you are interested to know more about becoming a PYP workshop leader or consultant, or to contribute to PYP curriculum development, please email the IBEN manager in your region.

IB research

The IB is excited to share several interesting studies commissioned and produced on the PYP in 2010. PYP studies completed last year include the following.

- *PYP and MYP Student Performance on the International Schools' Assessment* (2010)
- *A Study of Successful Practices in the IB Continuum* (2010)

To see all of the recent studies, as well as those currently in progress on the PYP and other programmes, please visit: <http://www.ibo.org/research/programmevalidation/index.cfm>.

Jeff Thompson Research Award

This award was created by the IB in recognition of Professor Jeff Thompson's work in establishing the research profile of

the organization, and to support the research efforts of those in the IB community.

Applications are invited for funding to support IB-related research based in an IB World School or group of IB World Schools from current practitioners in IB World Schools to a maximum of US\$5,000. The round 2 application deadline is 31 October 2011.

Further information, guidelines, procedures and application materials are available from: www.ibo.org/research/resources/jeffthompson/index.cfm.

If you have any questions or would like to submit an application, please contact research@ibo.org.

Recently published curriculum documents

Primary Years Programme: Sample units of inquiry (February 2011) is now available from the PYP e-library on the OCC. The units of inquiry in this HTML publication have been developed by PYP educators and trialled in IB World Schools. The examples included are intended to support teachers in developing and documenting units of inquiry from their own school's programme of inquiry, as well as single-subject inquiries. Some of the units are based on central ideas documented in the PYP sample programme of inquiry included in *Developing a transdisciplinary programme of inquiry* (January 2008).

Every effort has been made to ensure the related sample materials in the publication can be easily accessed by a wide audience.

- Many, but not all, of the related sample materials have been translated from the original language into English, French or Spanish.
- Samples containing multiple images have been converted to movie files (please note, they do not always have accompanying sound).
- Units of inquiry can be searched using tags or key words related to the PYP.

PYP educators are asked to read the introduction to the publication before viewing the samples in order to understand how this publication has been developed and presented, as well as how it can be used in schools. Additional units, including subject-specific inquiries, will be added to this publication later in 2011.

Please contact pyp.curriculum@ibo.org if you are interested in contributing to this type of curriculum publication in the future.

Special educational needs position paper

The paper *Special educational needs within the International Baccalaureate programmes* was published in August 2010. It is now available to all schools in the **Support** section of the OCC. It discusses the historical development of

special education within the IB and defines the meaning of differentiation and inclusion from an IB perspective. It is envisaged that teacher support material will be developed to inform practices highlighted in the document at a later date.

Publications in access languages

The following documents are now available on the OCC.

Chinese

- *Making the PYP happen: A curriculum framework for international primary education*
- *Making the PYP happen: Pedagogical leadership in a PYP school*
- *Exhibition guidelines*
- *Developing a transdisciplinary programme of inquiry*
- *The Primary Years Programme: A basis for practice*
- *The Primary Years Programme as a model of transdisciplinary learning*

The translation of these materials into Chinese has been made possible thanks to the donation from Emily Ngan.

As a result of wide research and consultation with a number of IB practitioners and consultants, it was decided that the Chinese translation for "transdisciplinary", previously used in PYP documentation, be changed from 跨学科 to 超学科. As a consequence, all documents containing the former translation have been amended to incorporate this change, and reposted on the OCC.

The English–Chinese glossary of PYP terms has also been modified to include the new term.

All new Chinese documentation will include the new translation for "transdisciplinary".

Arabic

- *The Primary Years Programme: A basis for practice*
- *Making the PYP happen: A curriculum framework for international primary education*
- *Making the PYP happen: Pedagogical leadership in a PYP school*
- *Exhibition guidelines*
- *Developing a transdisciplinary programme of inquiry*
- *Programme standards and practices*
- *Guidelines for developing a school language policy*
- *Learning in a language other than mother tongue in IB programmes*

The translation of these materials into Arabic has been made possible thanks to the donation from the King Faisal Foundation.

More translations into Arabic of PYP documents will be made available on the OCC during 2011.

Turkish

- *Making the PYP happen: A curriculum framework for international primary education*
- *Making the PYP happen: Pedagogical leadership in a PYP school*
- *Developing a transdisciplinary programme of inquiry*
- *Exhibition guidelines*
- *Guidelines for developing a school language policy*

The translation of these materials into Turkish was possible thanks to the donation from Enka Foundation.

In addition, the following bilingual glossaries of programme terminology have also been revised.

- English–Spanish glossary
- English–French glossary
- English–Chinese glossary
- English–Arabic glossary
- English–Turkish glossary

The revisions include the following features.

- All glossaries include a new section on language and learning.
- Terms are aligned with the terminology appearing in the most recent programme publications.
- All glossaries include version control information and are fully branded.

If you have any queries or feedback regarding these glossaries, please contact the language services department at language.services@ibo.org.

Online professional development workshops in the PYP

The online professional development department has been working closely with PYP programme staff and the head of global professional development for the PYP to introduce additional online offerings for PYP teachers. To help in this development effort, Paul Schkade, OCC faculty member for the PYP, is currently serving as a virtual curriculum coordinator for all PYP online workshops. In this role, he serves as the first line of support for PYP experts involved in online workshop development and delivery.

All online workshops teach the same concepts as those taught in the face-to-face equivalent workshop, and all count equally towards authorization or evaluation. In an effort to “model the model”, PYP online workshops use the collaborative team approach to both content development and online facilitation. The activities for the participants are also very collaborative in nature, with cohorts of teachers from all over the globe learning together in a scheduled, asynchronous online learning environment. Teachers often comment that they feel they have learned so much more in

their six-week online workshop, having had the opportunity to reflect on their current practice and share new strategies with colleagues.

The PYP workshops, offered online six times throughout the year, are listed below.

- Action in the PYP
- Assessment in the PYP
- Collaborative planning in the PYP
- Concept-based learning in the PYP
- Induction into the PYP
- Inquiry into the PYP
- Intro to PYP for new administrators
- Making the PYP happen in the classroom
- Pedagogical leadership in the PYP
- Promoting international-mindedness in the PYP
- Teaching and learning in the PYP
- The Exhibition
- The PYP teacher as researcher
- The written curriculum in the PYP
- Transdisciplinary learning in the PYP

For further information and dates of online workshops, please visit the online professional development website at <http://onlineworkshops.ibo.org>, or email online.workshops@ibo.org.

If you are interested in helping to develop or to deliver a future PYP online workshop, please send an email, with your CV attached, to online.workshops@ibo.org.

IB grants

The International Baccalaureate (IB) provides short-term grants for schools experiencing temporary financial challenges or schools that are demonstrably increasing access to IB programmes.

Who can apply?

This fund offers grants to schools or education districts in two categories.

- **Category 1:** IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control.
- **Category 2:** IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly contributing to a more diverse, inclusive IB community.

Nature of the grants

Grants are short term, valid for one year with a possible extension to two years maximum. Funds can be used for the training of teachers and administrators, the payment of the IB

annual school fee for one or more programmes, or to support creative schemes to widen access and diversity.

Grants will take the form of a credit to the school's IB account. This will enable a rebate in annual fees or payment of workshop expenses in lieu of reimbursement of costs incurred through schemes to widen access and diversity. Schools will be expected to submit a report after the funds have been expended.

The ongoing sustainability of an IB programme in the school is a key consideration in the award of a grant. Schools will not normally be eligible for more than two awards.

Applications

The deadlines for receipt of applications are:

- 30 September 2011
- 30 March 2012.

The application form (79 kb, Word) should be completed and emailed to the Access and Advancement Office in the Singapore Global Centre at ibgrant@ibo.org.

Forms are available on the IB public website.

Updates or changes regarding the IB grant will be posted periodically on the IB public website. (Please check on **About the IB>Access and Advancement>IB Grants** or <http://www.ibo.org/accessandadvancement/ibgrants/>).

Schools will be notified of the outcome of their grant application about one month after the application deadline. The advancement division is responsible for the administration of the IB grant. Please address any queries to the advancement office at ibgrant@ibo.org.

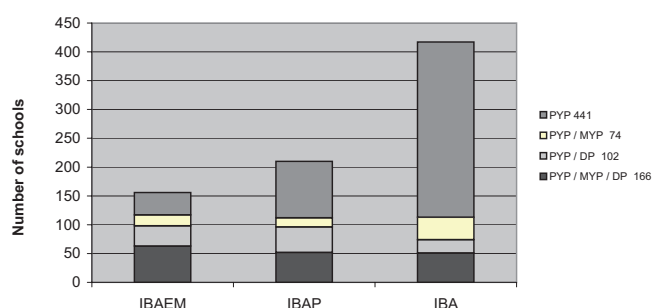
Number of PYP schools

At the end of April 2011 there were **783** IB World Schools offering the PYP in **92** countries. A directory of all IB World Schools is available on the IB's website at <http://www.ibo.org>.

Of the 783 IB World Schools offering the PYP, 166 are also authorized to teach both the MYP and the DP. See diagram 1 for a breakdown of schools.

Diagram 1

Other IB programmes in conjunction with the PYP across the three IB regions



Curriculum development

Proposed publication dates

- *The role of information and communication technologies in IB World Schools offering the PYP* is scheduled for publication in June 2011.
- A PYP e-newsletter, *Sharing PYP practice*, is intended to be a place for sharing effective PYP practice as communicated by PYP educators through their regional/association newsletters and social networks. Members of an association or network who would like to be involved in this project should get in touch via pyp.curriculum@ibo.org. This platform is scheduled for launch in June 2011.
- The *PYP Coordinator's handbook 2011–2012* will be available in August 2011 on the OCC in HTML format, as a printable PDF version, and as a CD-ROM that can be bought from the IB store.
- *Language and learning in IB programmes* is scheduled for publication in September 2011. Combining earlier publications (*Learning in a language other than mother tongue in IB programmes* and *Guidelines for developing a school language policy*) with recent developments in the field of language and learning, this document proposes that **multilingualism** is, in fact, a right, and a resource in IB schools. The evolution of the concept is explained, as well as its implications for pedagogy and whole-school professional development.
- As a consequence of developing a rubric for assessing a programme of inquiry, it became self-evident that the IB's published sample programme of inquiry needed to be strengthened. This new sample programme of inquiry and the criteria for assessment included in the rubric will be published in the revised version of *Developing a transdisciplinary programme of inquiry* to be published in December 2011.
- In December 2011, additional samples will be added to the *Primary Years Programme: Sample units of inquiry* publication. This will include sample planners and related sample materials aimed at supporting teachers' understanding of planning, teaching and assessing single-subject units of inquiry and the PYP exhibition.
- *History of the Primary Years Programme* is scheduled for publication in December 2011.

Development of additional curricular material

In October 2010, the IB distributed a survey to all teachers in candidate PYP schools and IB World Schools offering the PYP. The purpose of the survey was to gather information on the use of PYP curriculum documents and curriculum support materials (CSM) and to find out how the IB can further support schools in implementing the PYP in their schools. The results of this survey, completed by more than 640 PYP educators from the three IB regions, were shared with PYP curriculum

developers during a meeting at IB Cardiff on 20–22 November 2010. Suggestions for further curriculum support materials included: samples of recording and reporting of assessments; a screencast on the use of the PYP planner; case studies of how schools are adapting or adopting the PYP subject-specific scope and sequence documents.

Update on pilot providing feedback to schools on their programme of inquiry

In 2011, 50 schools, including candidate PYP schools and IB World Schools, are participating in phase 4 of the pilot project to provide a service to schools giving feedback on their programme of inquiry. The participating schools carry out a self-assessment of their programme of inquiry using a rubric developed by a group of PYP educators. This rubric has been revised during earlier phases of the pilot, which began in 2008. Each school submits its self-assessment report, along with its programme of inquiry, to the IB.

The documents supplied by schools will be reviewed by trained reviewers. The reviewers' reports will be moderated by moderators, who themselves reviewed reports in the earlier phases of the pilot, to ensure the accuracy of the findings and the quality of the report writing.

The variables introduced in this phase of the pilot include:

- a fee of US\$500 for the service, payable at the point of school registration
- the selection of schools on a first come, first served basis
- the use of an online environment to train new reviewers and moderators and to support the writing of reports without face-to-face collaboration with moderators
- the trial of an online application form for new reviewers
- the review of self-assessment materials submitted in French and Spanish, and feedback reports written in the appropriate language.

The completed reports will be sent to schools in June 2011.

The findings from the four years in which this pilot has been operational will inform discussions at the IB senior leadership level as to how to continue to offer this service to schools at a fair price.

IB websites

There are six important websites for PYP administrators, coordinators, teachers and heads of schools.

- <http://www.ibo.org>—IB website, for everyone, incorporating IB HeadNet for heads of schools and school principals
- <http://ibis.ibo.org>—PYP IBIS, for PYP coordinators
- <http://occ.ibo.org>—online curriculum centre (OCC), for teachers, PYP coordinators and administrators

- <http://blogs.ibo.org>—the IB blogging network contains unique content written by IB staff
- <http://globalengage.ibo.org>—a website where all members of the community can explore and engage on various themes such as *Sharing our humanity*
- <http://store.ibo.org>—IB store, for supplementary resources developed and published by the IB

IB public website

The public website (<http://www.ibo.org>) is aimed at a broad range of IB stakeholders, including IB World Schools, prospective schools, parents and students, universities, governments, donors, researchers and the media. There are many new and improved features on the site, including:

- user-friendly navigation with easy-to-use drop-down menus
- detailed information about the three IB programmes and the IB Organization in general
- a powerful school search facility with a page for every school
- a powerful site search engine, an A–Z index, and the most widely used features given prominence from the home page
- an online store with shopping cart facilities and online credit card clearance at <http://store.ibo.org>
- dedicated pages for each stakeholder group with links to the information most likely to help them
- a calendar of professional development workshops and conferences with links to online registration
- a schools' jobs service, where schools can advertise teaching posts at their school
- password-protected areas for universities, governments and heads of schools
- a powerful search facility for more than 2,000 universities worldwide with IB recognition policies.

IB HeadNet

IB HeadNet is a password-protected section of the IB public website, available to heads of IB World Schools only. It contains a range of information, such as official documents, minutes of meetings, conference papers, electoral papers and membership lists. IB HeadNet allows for only one password to be allocated to each school. If the school head wishes a principal to have access to IB HeadNet, the school head can issue their login details to that principal. Coordinators can issue their school head with a password for IB HeadNet via IBIS using the following instructions. A password will then automatically be sent to the school head's email account. Please bear in mind that the password may take up to 24 hours to become active.

- Log in to IBIS.
- Click on the **School** tab on the top navigation bar.

- Click on **HeadNet Account Management** from the drop-down menu.
- Follow the instructions given on screen.

IBIS

IBIS is a free, password-protected site available to coordinators and administrators in IB World Schools. This service has been developed to give coordinators access to a range of services such as:

- regular updates about the IB
- electronic update of the school's details
- account management for the OCC
- registration of workshop participants.

IBIS is also available to IB contacts of interested status schools and coordinators of candidate status schools. However, the only service available for these schools is registration of workshop participants.

Online curriculum centre (OCC)

Coordinators and the OCC

Coordinators have an important role to play in providing access to the OCC for teachers in their schools. Coordinators in IB World Schools can create and delete OCC accounts for staff in their school via the "OCC account management" option on IBIS, and have a responsibility to ensure that their school's OCC accounts are up to date and accurate. Coordinators in candidate schools have OCC access, but the accounts are managed via the OCC staff at IB Bethesda. Coordinators should also take note of the terms and conditions of use of the OCC and advise their teachers to be aware of them. For OCC support, please email occ@ibo.org.

OCC faculty members

PYP

- Paul Schkade, McGraw IB World School, Fort Collins, Colorado, USA
- Claudia Ourthe-Cabale, St Brendan's School, Uruguay
- Sean Walker, International School of Paris, France

PYP committee

The PYP committee meets annually, with the venue alternating between the global centres. The PYP committee consists of IB staff and school representatives from all regions of the IB. Full details of the terms of reference for the PYP committee will be available in section "B2 PYP committee" in the *PYP Coordinator's handbook 2011–2012*, scheduled for publication August 2011.

The most recent face-to-face meeting took place on 14–15 February 2011 in Cardiff. The next meeting will take place in the week commencing 13 February 2012 in Singapore.

The new chair of the committee as of February 2011 is Karen Crooke, American International School, Mozambique.

The current school representatives to the committee are listed below.

- IB Africa, Europe, Middle East: Christelle Thompson, Advanced Learning Schools, Riyadh, Saudi Arabia
- IB Americas: Anne Grisham, Sandy Searles Miller International School, Las Vegas
- IB Asia-Pacific: Xuan Wu, Canadian International School, Hong Kong

IB publications and services

IB store

For a full list of the new 2011 publications from IB Publishing, you can download the *New Resources 2011* flyer from the "Downloads" page on the IB store (<http://store.ibo.org>). You can also sign up for an email alert when the publications that are interesting to you are available to purchase—go to the "New publication alert/eNewsletter sign-up" page on the IB store.

Recent publications

PYP transdisciplinary themes poster set

This set of seven posters is vibrant, engaging and beautifully illustrated. Each poster represents one of the six transdisciplinary themes for PYP students. Alone, each poster acts as a distinctive representation of one of the transdisciplinary themes. However, they can also be displayed alongside each other in a number of variations using the illustrations to link the themes together. The set also contains a seventh poster for teachers giving an overview of all the descriptions for each theme, taken from *Making the PYP happen: A curriculum framework for international primary education* (December 2009).

These posters are available in English, French, Spanish, Arabic and Chinese.

We would like to hear how these posters are being used in class and invite teachers and coordinators to post feedback and/or links to photos to show and share how they are using them. You can read reviews or post your own feedback on the IB store news blog (<http://blogs.ibo.org/ibstore/2010/11/10/new%E2%80%94pyp-transdisciplinary-themes-posters/>).

The Changing Face of International Education: Challenges for the IB

IB Publishing is delighted to announce the release of *The Changing Face of International Education: Challenges for the IB*, edited by George Walker. It is available as a book and an e-book—IB Publishing's first foray into the e-book world!

Within the book, George Walker, former Director General of the IB, and other expert contributors (including several

members of IB staff—please see below) explore current and emerging trends in the principles and practice of international education and relate them to innovative developments within the IB. Each chapter demonstrates how international education—and the educators who are involved in it—can meet the 21st century challenges of diversity, complexity, inequality and sustainability in exciting and forward-looking ways.

Citing latest research and perspectives from these leading figures in international education, as well as a broad range of vivid examples from a variety of classrooms across the globe, this book makes a great addition to the library of anyone interested in the future of global education.

Contributors to *The Changing Face of International Education: Challenges for the IB* include: Judith Fabian, Nicholas Tate, Alex Horsley, Ann Hickey, Boyd Roberts, Helen Drennen, Ian Hill, Judith Guy and Malcolm McKenzie.

For more information:

- join the debate on the dedicated wiki page (<http://changingface.ibpubs.wikispaces.net>)
- visit the IB store (<http://store.ibo.org/index.php?cPath=40>)
- read some early reviews on the IB store news blog (<http://blogs.ibo.org/ibstore/2010/11/10/coming-soon%E2%80%94the-changing-face-of-international-education-challenges-for-the-ib/>).

We have also made the following professional development books available in e-book format.

- *An A to Z of School Leadership* (also by George Walker)
- *Creating Lifelong Learners*
- *Educating for Global Citizenship*

Forthcoming releases

PYP Coordinator's handbook 2011–2012 CD-ROM

This publication, available in August 2011, contains essential information about the PYP for coordinators, teachers and administrators. The information in this handbook includes curriculum development, authorization and evaluation processes, implementation requirements and frequently asked questions.

New stationery, clothing and gift items

We have recently added some great new items to our range. They include:

- a beautifully crafted, high-quality **Quill pen** that makes a great presentation gift
- simple **button pin badges (multipack)**, with full-colour IB logo
- glossy **IB folders (multipack)**, perfect for presentation use
- high-quality, organic, dark-blue **polo shirts** embroidered with the IB World School logo.

Looking for authors

If you are interested in becoming an author of a new publication, or simply have a great idea for a new product, find out how to get involved at the IB store news blog (<http://blogs.ibo.org/ibstore/>).

For further information about IB Publishing's products and services, please visit the IB store (<http://store.ibo.org>).

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Reminders

Responsibility of PYP coordinators

This publication is the IB's formal means of communication with administrators and teachers. The PYP coordinator is requested to share the *Coordinator's notes* with colleagues.

New "IB Teacher Awards" page on the OCC

A new support area was launched on the OCC for participants undertaking IB-recognized courses of study linked to the IB teacher awards, and for those who had registered for either of the two awards. The "IB Teacher Awards" page was developed for participating students and award holders to share ideas and insights gained through their studies. It will become a useful tool for sharing research abstracts and findings, and promoting discussion around the issues raised. Teacher education services issue level 1 and level 2 award forum passwords to students and award holders.

It is hoped that the "IB Teacher Awards" page will facilitate and encourage collaborative working practices within the IB teacher awards community. To find out more about the IB teacher awards, visit the new OCC support area: "IB Teacher Awards" or visit <http://www.ibo.org/programmes/pd/award>.

Clarification on teaching and learning in arts in the PYP

Arts are an essential curriculum component of the PYP. Class teachers need to be mindful of the relevance of learning through arts throughout the programme. It is a requirement that students have the opportunity to experience creating and responding (arts strands) in both the performing (dance, drama and music) and visual arts. It is not a requirement that students have specialist arts teachers, although some teachers may have specific responsibilities in each of the arts. Issues related to school size, organization and staffing will determine the structuring of the arts component of the programme.

PYP on Twitter

The PYP is now on the popular social-networking and microblogging site, Twitter. Follow our @ibpyp "tweets" or read our updates by going to <http://twitter.com/ibpyp>. Tag your PYP-related tweets with #ibpyp or #pyp.

Continuum project collaboration with the Aga Khan Development Network

Intercultural understanding: Exploring Muslim contexts to extend learning—Sample PYP and MYP planners was published in February 2010 on the OCC on PYP, MYP, DP and continuum pages. This new publication includes sample teacher support materials that integrate aspects and perspectives reflecting Muslim history and cultures.

This pilot publication is a result of the project sponsored by the IB and the Aga Khan Development Network. Teachers are invited to give feedback on this pilot publication on the OCC forums.

Previously published curriculum documents

***The Primary Years Programme as a model of transdisciplinary learning* (February 2010)**

The Primary Years Programme as a model of transdisciplinary learning (February 2010) is available in the PYP e-library on the OCC. It explores the concept of transdisciplinarity, the PYP commitment to that concept, and its influence on the structure and implementation of the PYP curriculum. Any responses to this document would be appreciated. Please forward them to Jennifer Giddings, head of PYP development, at jen.giddings@ibo.org.

PYP information videos (February 2010)

Two information videos, describing the changes for the final two scope and sequences, *Personal, social and physical education scope and sequence* and *Arts scope and sequence*, are available for viewing on the OCC.